

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 17 – Transnational Identities
What causes conflict between peoples?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis
Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

CDs and/or copies of selected songs of Missy Elliot, Sting, and the Beatles
Immigrant Asian Women in Bay Area Garment Sweatshops – Reading
“Henna and Hip Hop” – Teacher Page (teacher reading found in the *Teacher Pages* section of this unit)
CD player
Overhead, overhead paper, and overhead pens

LESSON OBJECTIVES FOR THE WEEK

- To teach students to think in more complicated terms about Asian American experiences: new immigrants participating in transnational identities, other minority communities (e.g., African American ones), and mixed identities (transnational adoptions, mixed races.)
 - To understand the terms expropriation, fusion, globalization, and transnationalism
 - To employ methods of persuasion
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EXPLANATION OF LESSON

Students will be learning new terms (expropriation, fusion, globalization) and applying them to musical examples. They will then be hearing a lecture specifically about recent Indian American cultural development. You will need to make copies of Miriam Ching Louie’s “Immigrant Asian Women in Bay Area Garment Sweatshops” prior to class. Also, you will need a tape player or a CD player and copies of the following:

- one song from Missy Elliot, “Miss E. So Addictive” album
- the song, “Desert Rose,” from Sting’s “Brand New Day” album

- the song, “Norwegian Wood (This Bird Has Flown)” from the Beatles’ “Rubber Soul” album

In preparation for this class, you will need to read Sunaina Maira’s “Henna and Hip Hop” (found in the *Readings* section of this unit). You will use this reading to prepare a short lecture on the main ideas of the reading.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today’s words: expropriation

- 1) **Agenda** – Have students copy the agenda you posted.
 - 2) **Vocabulary** – Post today’s words on the board. Ask students to add it to their list of vocabulary words. Have them look up the definition in the dictionary and write it next to the word. Then ask them to put the definition in their own words -- that is, in the words of a teen. Give them no more than five minutes for this.
 - 3) **Homework Check** – Hand back quizzes, readings, graphs, Hate Crimes worksheet, and journals from yesterday (graded, of course). Have students place them in the appropriate section of their binder. Stamp completed, **highlighted** reading from last night and the accompanying paragraph.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Introduction** – Explain to students that today they are going to talk about fusion in music – transnationalism is more than an academic idea. Rather, it is an all-consuming, transformative movement that is changing the world we live in today. Begin by talking about the ideas of fusion and globalization. These are not neutral terms; they have very strong connotations for different people. Some people say fusion is actually “confusion.” Some people think globalization is actually the newest form of colonization. So try to give students a more nuanced, developed idea of these two terms. Ask them what these words mean in the context of their reading from last night. (*Interpreter of Maladies*.)
2. **Class Read Around** – Ask students to take out their paragraphs and read what they wrote. Try to have at least half of the class read their paragraphs; this should be quick, as they only wrote a paragraph each.
3. **Discuss** – Now, ask students what connections they think transnationalism has with fusion and globalization. This should be fairly easy to answer.
4. **Directions: Listen and Identify** – Tell students they are going to be listening to a few different musical pieces. They will need to decide if they want to label the piece: (1) “fusion,” (2) “globalization,” (3) “confusion,” or (4) “expropriation.” Tell students to take out a piece of scratch paper, as they will be writing down their judgment after hearing each piece.
5. **Song #1** – Play a song from Missy Elliot’s album, “Miss E. So Addictive.” Nearly all the songs in this album work; check out the ones she sings with Jay-Z. Ask students to write down as many words as fit (of the four choices.) Please play only ONE song from this album at this time.
6. **Song #2** – Play Sting’s song “Desert Rose” from his “Brand New Day” album. Ask students to write down as many words as fit (of the four choices.)
7. **Song #3** – Play the Beatles’ song “Norwegian Wood (This Bird Has Flown)” from album “Rubber Soul.” Ask students to write down as many words as fit (of the four choices.)
8. **Song #4** – If you’d like, you may choose a piece of Indian-Jazz fusion as well. You may look up more information at <http://www.lutins.org/indyjazz/>.
9. **Group Work** – Now, ask students how they labeled each song. If they labeled no songs expropriation, they should go in one group. If they labeled one song expropriation, they should go in a second group – and so on until you have neatly divided the class into five groups. Now, explain that each group tends to see these musical examples as being more or less expropriation. Tell them they now have ten minutes to “convert” others to their

opinion; the group with the largest numbers "wins" (don't define this term yet). (Sometimes, it serves individual purposes more to "convert" to a larger group than it does to try and convert a large number of people!)

10. Debrief – At the end of 10 minutes, call time. Ask how many students were able to persuade others to their way of thinking. Then ask students what they think the purpose of today's exercise was. Take as many answers as you can. Then explain the following to them: The purpose of this exercise is threefold: first, it is to help students develop their opinions about the songs in relation to each other (and to have that process be explicit.) To what extent are our opinions formed by the influence of our peers (and vice versa)? Second, it gives students a sense of the spectrum of opinions that you can have; you do not have to think all songs are or are not exploitative/expropriation. You can have a more nuanced way of evaluating the music you listen to. Finally, this exercise helps students think about strategy in persuading others to believe what they do.
 11. Discussion – Ask students – if you were a record company, which songs would you promote? Which songs would you not promote? Ask them to think carefully about the *process* by which people persuaded others to like or dislike different songs. How important is majority opinion?
 12. Lecture – Deliver a short lecture based totally on the reading, "Henna and Hip Hop." Don't feel compelled to do massive research on your own; simply distill the ideas from the reading and present them to the class. You may want to have a student take notes on an overhead to help those students who cannot keep up or who are still bad at notetaking.
 13. Homework Review – Collect notes. Hand out the reading, *Immigrant Asian Women in Bay Area Garment Sweatshops*. Review the homework assignment.
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HOMEWORK

- 1) Read, **highlight, and annotate** Miriam Ching Louie's, *Immigrant Asian Women in Bay Area Garment Sweatshops: 'After Sewing, Laundry, Cleaning, and Cooking, I have no breath left to sing.*
 - 2) Be prepared to answer the question, "What is the third world?"
 - 3) Study your vocabulary.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1
Final Coat of Arms Image
Interpretation Essay #2
History 1 Unit 1 Final Exam

Unit 2

Unit 3

Map
timeline
Did you know...Poster Project
Slaying the Dragon Artistic
Response